

School Tour Objects and Objectives

2015-2016

(REVISED 9/10/15)

The following tour descriptions and object recommendations serve as a flexible framework to help craft school tours that meet the diverse needs and expectations of various student groups and their teachers.

The tour descriptions from the Gallery's school tour web pages

(<http://www.nga.gov/content/ngaweb/education/teachers/school-tours.html>) have been included for each tour.

Tour descriptions include a summary, looking and learning skills, and in some cases, additional tour notes.

Object locations are accurate as of August 26, 2015.

About School Tours

Art museums provide powerful opportunities for learning and enjoyment. School visits bring students face to face with original works of art and bring those works alive in a way that enhances and complements classroom lessons. Tours give students time to look at art carefully, ask questions, and develop their own interpretations. Through open-ended discussion they discover that questions seldom have a single answer and that art can possess multiple layers of meaning. Tours offer a shared experience where all voices are valued and contribute to the overall learning of the group.

Tour Stops and Strategies

In order to support in-depth looking and rich discussions, one-hour tours and seventy five-minute tours consist of four or five stops. Tour stops may incorporate the whole room, compare two or more works of art, or focus on one specific object. Docents are expected to use a variety of teaching strategies that may include: open-ended questions, sketching, compare/contrast, Artful Thinking routines, choice activities, and small group work.

Please read *What's New with School Tours* for a list of changes to school tours and tour procedures.

American Art

Grades 4-12

How does art send messages about a nation and its identity? During this tour, students explore the historical and cultural connections among selected works of American art.

Looking and Learning Skills

During four or five tour stops in the galleries, students engage in activities—such as looking exercises, and working in small groups—that foster conversations about works of art. On this tour, students will practice the following skills:

- Using works of art as primary sources on American art and society
- Making and articulating careful observations
- Formulating questions that demonstrate curiosity and engagement
- Comparing and connecting different works of art
- Connecting new ideas learned from the tour to prior knowledge and experience

Logistical Information

Group Size: Offered at 12:15 for up to 90 students; Up to 60 students for 2:00 tours

Length: 75 minutes for grades 4-12

Objects

West Building Main Floor

- [M59] Copley, *The Copley Family*
- [M59] Stuart, *The Skater* ([Art Connections](#))
- [M60] Cole, *Voyage of Life* ([Every Picture Tells a Story](#) has priority)
- [M60A] Stuart, *The Presidents*; *Catherine Brass Yates*; *Richard Yates* ([American](#) has priority)
- [M60B] Copley, *Watson and the Shark* ([Every Picture Tells a Story](#) has priority)
- [M62] Savage, *The Washington Family* ([American](#) has priority)
- [M62] Stuart, John Jay ([American](#) has priority)
- [M62] Trumbull, *Patrick Tracy* ([American](#) has priority)
- [M62] West, *Colonel Guy Johnson and Karonghyontye (Captain David Hill)* ([American](#) has priority)
- [M63] Catlin portraits
- [M63] Hicks, *Peaceable Kingdom*; *The Cornell Farm*
- [M63] Naïve paintings
- [M64] Landscapes (Bierstadt, Cole, Cropsey, Inness) ([Art Connections](#) has priority)
- [M65] Moran, *The Juniata, Evening*
- [M65] Quidor, *The Return of Rip Van Winkle*
- [M65] Eakins, *The Biglin Brothers Racing*
- [M66] Saint-Gaudens, *Shaw Memorial* ([Art Connections](#) has priority)
- [M67] Bierstadt, *Buffalo Trail: The Impending Storm* ([Art Connections](#) has priority)
- [M67] Church, *Niagara* ([Art Connections](#) has priority)
- [M67] Moran, *Green River Cliffs, Wyoming* ([Art Connections](#) has priority)
- [M68] Homer Paintings ([Art Connections](#) has priority)
- [M69] Eakins, *Singing a Pathetic Song* ([Art Connections](#) has priority)
- [M69] Portraits (Whistler, Sargent, Eakins) ([Art Connections](#) has priority)
- [M69A] Still Lives (Harnett, Haberle, Decker, Heade)
- [M70] Sargent, Hassam
- [M71] Bellows, *Blue Morning, Both Members of this Club, New York, The Lone Tenement* ([Art Connections](#) has priority)
- [M135] Bierstadt, *Mount Corcoran*
- [M135] Morse, *House of Representatives*

West Building Ground Floor

[G42B] Peale, *George Washington*

[G42B] Kaufman Collection American furniture

[G42B] Stuart, *Abigail Smith Adams; John Adams; George Washington (Vaughan-Sinclair portrait)*

Art Connections

Grades 4–6

This tour supports learning about and through art with experiences that encourage critical and creative thinking, working collaboratively, and engaging with rich art content. Students will encounter landscapes, portraits, and genre paintings.

Throughlines

- How do I connect with art?
- How does art connect with me?

Looking and Learning Skills

During four tour stops in the galleries, students engage in activities—such as looking exercises and working in small groups—that foster conversations about works of art. The following connections are promoted:

- **Artistic:** Students will make observations about the stylistic choices artists make, such as composition and color. This tour includes sketching or creative writing activities.
- **Personal:** Students will make meaningful connections to works of art through careful looking and by developing their own ideas and interpretations.
- **Historical:** Students will understand that art can be a primary source that reflects and highlights a historic period.

Logistical Information

Group size: Up to 90 students

Length: 75 minutes

Rotations

	Stop 1	Stop 2	Stop 3	Stop 4
Group 1	Bellows, <i>Lone Tenement</i> [M71]	Monet Gallery [M87]	Stuart, <i>The Skater (Portrait of William Grant)</i> [M-59]	Constable/ Gainsborough/Turner [M57]
Group 2	Stuart, <i>The Skater (Portrait of William Grant)</i> [M-59]	Constable, Gainsborough, Turner [M57]	Bellows, <i>Lone Tenement</i> [M71]	Monet Gallery [M87]
Group 3	Inness, <i>The Lackawanna Valley</i> and/or Cropsey, <i>Autumn – On The Hudson River</i> [M64]	Homer, <i>Home, Sweet Home</i> [M68]	Eakins/Sargent/Whistler [M69]	Martin, <i>Joshua Commanding the Sun to Stand Still upon Gibeon</i> [M58]
Group 4	Eakins/Sargent/Whistler [M69]	Martin, <i>Joshua Commanding the Sun to Stand Still upon Gibeon</i> [M58]	Inness, <i>The Lackawanna Valley</i> and/or Cropsey, <i>Autumn – On The Hudson River</i> [M64]	Homer, <i>Home, Sweet Home</i> [M68]
Group 5	Saint-Gaudens, <i>Shaw Memorial</i> [M66]	Moran, <i>Green River Cliffs, Wyoming</i> [M67]	Leyster/ Hals/ Verspronck [M46]	Backhuysen, <i>Ships in Distress off a Rocky Coast</i> [M49]
Group 6	Leyster/Hals/Verspronck [M46]	Backhuysen, <i>Ships in Distress off a Rocky Coast</i> [M49]	Saint-Gaudens, <i>Shaw Memorial</i> [M66]	Moran, <i>Green River Cliffs, Wyoming</i> [M67]

Art Investigators

Age 4-Grade 3

Ages 4 to 6, Kindergarten through Grade 3

As "art investigators," students will look for clues to help them understand works of art, explore artists' choices, and use their imaginations to learn about paintings and sculptures. This tour will introduce students to the museum and show them how to look closely at works of art.

Looking and Learning Skills

During four or five tour stops, students engage in activities, such as careful-looking exercises, simple art-making activities, and small group work, which foster conversations about works of art. The following skills are promoted:

- Observing, describing, and sharing ideas about the works of art
- Developing interpretations about art by drawing on observations, prior knowledge, and imagination
- Becoming familiar with the museum setting

Logistical Information

Group size: Up to 90 students

Length: 60 minutes

Objects

West Building Main Floor

- [M30] Panini, *Interior of the Pantheon*
- [M31] Canaletto, *The Square at St. Mark's, Venice*
- [M32] Tiepolo, *Queen Zenobia Addressing Her Soldiers** (Spanish school and adult have priority)
- [M34] Murillo, *The Return of the Prodigal Son* (Spanish school and adult have priority)
- [M45] Honthorst, *The Concert*
- [M45] Rubens, *Daniel in the Lions' Den*
- [M46] Steen, *The Dancing Couple* (Art Connections has priority)
- [M49] Backhuysen, *Ships in Distress off a Rocky Coast* (Art Connections has priority)
- [M50] Claesz, *Still Life with Peacock Pie*
- [M50] Heda, *Banquet Piece with Mince Pie*
- [M55] Fragonard, *The Swing; Blindman's Bluff; A Game of Horse and Rider*
- [M55] Vernet, *The Shipwreck*
- [M60] Cole, *The Voyage of Life** (Every Picture Tells a Story has priority)
- [M60B] Copley, *Watson and the Shark** (Every Picture Tells a Story has priority)
- [M63] Catlin portraits
- [M63] Hicks, *Peaceable Kingdom; Cornell Farm*
- [M64] Landscapes (Bierstadt, Cole, Cropsey) (Art Connections has priority)
- [M65] Durrie, *Winter in the Country*
- [M67] Church, *El Rio de Luz (The River of Light), Niagara* (Art Connections has priority)
- [M67] Moran, *Green River Cliffs, Wyoming* (Art Connections has priority)
- [M68] Homer, *Breezing Up* (Art Connections has priority)
- [M68] Johnson, *On Their Way to Camp* (Art Connections has priority)
- [M71] Bellows, *New York* (Art Connections has priority)
- [M80] Picasso, *Family of Saltimbanques; Le Gourmet*
- [M80] Rousseau, *The Equatorial Jungle*
- [M85] Monet, *The Artist's Garden at Vetheuil; Woman with a Parasol – Madame Monet and Her Son; The Japanese Footbridge*

- [M85] Renoir, *A Girl with a Watering Can; Girl with a Hoop*
- [M86] Cassatt, *The Boating Party*
- [M87] Monet Gallery ([Art Connections has priority](#))
- [M89] Pissarro, *Boulevard des Italiens, Morning, Sunlight*
- [M89] Renoir, *Pont Neuf*
- [M91] Ward of Hull, *The Northern Whale Fishery: The "Swan" and "Isabella"*

West Building Ground Floor

- [G4] Degas, *Little Dancer Aged Fourteen*
- [G8] Magni, *The Reading Girl (La Leggitrice)*
- [G39] Calder, *1 Red, 4 Black, plus X White*
- [G39] Frankenthaler, *Mountains and Sea*
- [G39] Pollock, *Number 1, 1950 (Lavender Mist)*

*Recommended for students in grades 2-3.

Art Tales: Sky Color

Ages 4-6

Art Tales is a tour designed for our youngest learners. This tour includes the reading of *Sky Color* by Peter H. Reynolds, exploration of one to two works of art, and an art- making experience.

Looking and Learning Skills

During the *Art Tales: Sky Color* tour, students will use their imaginations to explore works of art and discover how some artists depict the natural world. On this tour, students:

- Become familiar with a museum setting
- Observe, describe, compare, and contrast works of art
- Create a landscape

Logistical Information

Group size: Up to 45 students

Length: 60 minutes

Objects

[M49] Aert van der Neer, *Moonlit Landscape with Bridge* ([Art Connections has priority](#))

[M49] Backhuysen, *Ships in Distress off a Rocky Coast* ([Art Connections has priority](#))

[M55] Vernet, *The Shipwreck*

[M57] Constable, Gainsborough, Turner ([Art Connections has priority](#))

[M58] Crome, *Moonlight on the Yare*

[M64] Cropsey, Inness, Bierstadt ([Art Connections has priority](#))

[M65] Durrie, *Winter in the Country*

[M67] Bierstadt, *Buffalo Trail: The Impending Story* ([Art Connections has priority](#))

[M67] Church, *El Rio de Luz; Niagara* ([Art Connections has priority](#))

[M67] Moran, *Green River Cliffs, Wyoming* ([Art Connections has priority](#))

[M85] Monet Gallery

[M92] Courbet, *Calm Sea*

[M92] Mesdag, *Sunset at Scheveningen: A Fleet of Fishing Vessels at Anchor*

[M93] Troyon, *The Approaching Storm* ([Nature has priority](#))

REVISED 9/10/15
The Christmas Story
 Grades K-12

How have artists interpreted the story of Jesus' birth and childhood? Students will examine how artists transferred written media and interpreted it visually. They will explore representations of character, plot, and setting (such as dress, architecture, etc.) and the underlying message that the artist interprets.

Looking and Learning Skills

During four four stops, students will engage in a variety of activities that aim to foster conversations around works of art, such as: looking exercises, working in small groups, and sketching. The following skills will be promoted:

- Making careful observations and articulating them
- Comparing different paintings and articulating connections between them
- Reasoning with evidence from the work of art itself

Logistical Information

Group size: Up to 60 students

Length: 60 minutes

Rotations

	Stop 1	Stop 2	Stop 3	Stop 4
Group 1	Fra Angelico and Fra Filippo Lippi, <i>The Adoration of the Magi</i> [M4] (Ren and Christmas have priority)	Masolino da Panicale or Fra Carnevale, <i>The Annunciation</i> [M4] (Ren and Christmas have priority)	Luca Signorelli, <i>Madonna and Child with Saints and Angels</i> [M19]	Giovanni Girolamo Savolado, <i>The Adoration of the Shepherds</i> [M23]
Group 2	Benvenuto di Giovanni, <i>The Adoration of the Magi</i> [M8]	Giovanni Girolamo Savolado, <i>The Adoration of the Shepherds</i> [M23]	Lorenzo Lotto, <i>The Nativity</i> [M18]	Raphael, <i>Alba Madonna</i> or Perugino, <i>Madonna and Child</i> [M20] (Ren and Christmas have priority)
Group 3	Veronese, <i>The Annunciation</i> [M24]	Juan de Flandes, <i>The Nativity</i> [M40] (Spanish Art has priority)	Juan de Flandes, <i>The Adoration of the Magi</i> [M40] (Spanish Art has priority)	David, <i>The Rest on the Flight into Egypt</i> [M41A] (Ren and Christmas have priority)
Group 4	Giovanni di Paolo, <i>The Annunciation</i> [M3]	Botticelli, <i>The Adoration of the Magi</i> [M7]	Raphael, <i>Alba Madonna</i> or Perugino, <i>Madonna and Child</i> [M20]	Petrus Christus, <i>The Nativity</i> [M39]

Every Picture Tells a Story

Grades 3-12

Paintings are more than just pictures in a frame—they are unfolding stories with multiple perspectives. During this tour, students will learn to "read" works of art by identifying characters, setting, and plot, and by imaginatively creating dialogues inspired by characters in the works of art.

Looking and Learning Skills

During four or five tour stops in the galleries, students engage in activities—such as looking exercises, small group work, and sketching—that foster conversations about works of art. On this tour, students will practice the following skills:

- Making and articulating careful observations
- Formulating questions that demonstrate curiosity and engagement
- Examining paintings from the perspectives of peers, the artists, and the people in the paintings
- Comparing and connecting different paintings
- Reasoning with evidence from the works of art themselves—developing narratives based on what's seen in the work of art
- Connecting new ideas learned from the tour to prior knowledge and experience

Logistical Information

Group size: Up to 90 students

Length: 60 minutes for grades 3-5, 75 minutes for grades 6-12

Objects

West Building Main Floor

- [M4] Castagno, *David with the Head of Goliath* ([Renaissance and Christmas tours have priority](#))
- [M29] Gentileschi, *The Lute Player*
- [M30] Creti, *Alexander the Great Threatened by His Father*
- [M31] Bellotto, *Fortress of Königstein*
- [M31] Canaletto, *The Square of Saint Mark's, Venice*
- [M32] Tiepolo, *Queen Zenobia Addressing Her Soldiers* ([Spanish Art for school and adult groups has priority](#))
- [M32] Tiepolo, *Scene from Ancient History* ([Spanish Art for school and adult groups has priority](#))
- [M34] Murillo, *The Prodigal Son; Two Women at a Window* ([Spanish Art for school and adult groups has priority](#))
- [M41] Grimmer, *The Marketplace in Bergen op Zoom*
- [M41A] After Lucas van Leyden, *The Card Players*
- [M45] Honthorst, *The Concert*
- [M45] Rubens, *Daniel in the Lions' Den; The Fall of Phaeton*
- [M46] Steen, *The Dancing Couple; The Prayer Before the Meal* ([Art Connections has priority](#))
- [M46] Verspronck, *Johannes Cornelisz Andries Stilte as a Standard Bearer* ([Art Connections has priority](#))
- [M47] Ruysdael, *River Landscape with Ferry*
- [M48] Rembrandt, *Self-Portrait*
- [M49] Backhuysen, *Ships in Distress off a Rocky Coast* ([Art Connections has priority](#))
- [M50] Borch, *The Suitor's Visit*
- [M55] Fragonard, *The Swing*
- [M55] Vernet, *The Shipwreck*
- [M56] David, *The Emperor Napoleon in His Study at the Tuileries*
- [M57] Constable, Gainsborough, Turner ([Art Connections has priority](#))
- [M60] Cole, *The Voyage of Life* ([Every Picture Tells a Story has priority](#))

- [M60B] Copley, *Watson and the Shark* (Every Picture Tells a Story has priority)
- [M63] Catlin portraits
- [M63] Hicks, *Peaceable Kingdom*
- [M64] Bierstadt, *Lake Lucerne* (Art Connections has priority)
- [M64] Cole, *The Notch at White Mountain (Crawford Notch)* (Art Connections has priority)
- [M66] Saint-Gaudens, *Shaw Memorial* (Art Connections has priority)
- [M68] Homer, *Home, Sweet Home; Breezing Up* (Art Connections has priority)
- [M68] Johnson, *On Their Way to Camp* (Art Connections has priority)
- [M68] Edmonds, *The Bashful Cousin* (Art Connections has priority)
- [M80] Picasso, *Family of Saltimbanques; Le Gourmet*
- [M82] Böcklin, *The Sanctuary of Hercules*
- [M82] Redon, *Pandora*
- [M83] Degas, *Four Dancers; The Dance Lesson*
- [M83] Gauguin, *Breton Girls Dancing; Pont-Aven; Self-Portrait*
- [M85] Monet, *The Artists' Garden at Vétheuil; The Bridge at Argenteuil; Woman with a Parasol – Madame Monet and her Son*
- [M86] Cassatt, *The Boating Party*
- [M86] Vuillard, *Théodore Duret*
- [M88] Guigou, *Washerwomen on the Banks of Durance*
- [M89] Gonzales, *Nanny and Child*
- [M89] Manet, *The Old Musician*
- [M89] Pissarro, *Boulevard des Italiens, Morning, Sunlight, Place du Carrousel, Paris*
- [M89] Renoir, *Pont Neuf, Paris*
- [M90] Cezanne, *The Artist's Father, Reading "L'Événement"*
- [M92] Monet, *Sainte-Adresse*
- [M93] Troyon, *The Approaching Storm* (Nature has priority)

West Building Ground Floor

- [G2] Rodin, *Jean d'Aire*
- [G7] Mercié, *Gloria Victis*
- [G8] Daumier, *Portrait Busts*
- [G8] Magni, *The Reading Girl (La Leggitrice)*
- [G9] Crawford, *David Triumphant*
- [G9] Rogers, *Nydia, The Blind Girl of Pompeii*

Faces and Places

Grades K-3

Students will explore portraits and landscapes as a way of telling stories about people and places from the past. They will be encouraged to make personal connections and interpretations using evidence found in the works of art.

Looking and Learning Skills

During four or five tour stops, students engage in activities—such as looking exercises, simple art-making activities, and small group work—that foster conversations about works of art. On this tour, students will practice the following skills:

- Drawing upon prior knowledge to generate ideas about works of art
- Describing and sharing ideas about works of art
- Comparing and contrasting works of art
- Comparing past and present lifestyles

Logistical Information

Group size: Up to 90 students

Length: 60 minutes

Objects

- [M9] Florentine 15th/16th Century, *Lorenzo de' Medici*
- [M9] Verrocchio, *Giuliano de' Medici*
- [M30] Panini, *Interior of the Pantheon*
- [M31] Canaletto, *Entrance to the Grand Canal from the Molo, Venice; The Square of Saint Mark's, Venice*
- [M42] Van Dyck gallery
- [M43] Van Dyck, *Queen Henrietta Maria with Sir Jeffrey Hudson*
- [M45] Honthorst, *The Concert*
- [M55] Drouais, *Family Portrait*
- [M57] Constable, Gainsborough, Turner ([Art Connections has priority](#))
- [M59] Copley, *The Copley Family* ([Art Connections has priority](#))
- [M59] Stuart, *The Skater* ([Art Connections has priority](#))
- [M60B] *Copley, *Watson and the Shark* ([Every Picture Tells a Story has priority](#))
- [M62] Savage, *The Washington Family* ([American has priority](#))
- [M63] Catlin portraits
- [M63] Hicks, *The Cornell Farm*
- [M64] Bierstadt, Cropsey ([Art Connections has priority](#))
- [M67] Bierstadt, *Buffalo Trail: The Impending Storm* ([Art Connections has priority](#))
- [M67] Church, *El Rio de Luz (The River of Light), Niagara* ([Art Connections has priority](#))
- [M68] Homer, *Breezing Up* ([Art Connections has priority](#))
- [M68] Johnson, *On Their Way to Camp* ([Art Connections has priority](#))
- [M80] Rousseau, *The Equatorial Jungle*
- [M83] Degas, *Four Dancers*
- [M85] Monet, *The Artist's Garden at Vétheuil; The Japanese Footbridge*
- [M85] Renoir, *A Girl with a Watering Can; Girl with a Hoop*
- [M86] Cassatt, *The Boating Party*
- [M89] Manet, *The Railway*
- [M89] Pissarro, *Boulevard des Italiens, Morning, Sunlight*
- [M91] Ward of Hull, *The Northern Whale Fishery: The "Swan" and "Isabella"*

*Watson and the Shark is recommended for students in grades 2-3.

French Art

Grades 6-12

This tour gives students a taste of French art and explores a variety of themes including artistic styles, portraits of historical figures, scenes from everyday life, and images of patronage and power.

Looking and Learning Skills

During four to five tour stops in the galleries, students engage in activities—such as looking exercises and small group work—that foster conversations about works of art. On this tour, students will practice the following skills:

- Reasoning with evidence from works of art and using them as primary sources from which to gather ideas about French art and culture
- Developing new perspectives about French art, culture, and history
- Making and voicing careful observations
- Formulating questions that demonstrate curiosity and engagement
- Comparing different works of art and articulating connections between them
- Connecting tour ideas to prior knowledge and experience

Logistical Information

Group size: Up to 90 students

Length: 75 minutes

Objects

West Building Ground Floor

[G3] Degas, *Little Dancer Aged Fourteen*

[G4] Degas waxes

[G7] Mercié, *Gloria Victis*

[G11] after Vigée Le Brun, *Marie Antoinette*

West Building Main Floor

[East Garden Court] Legros I, *Cherubs Playing with a Lyre*

[West Garden Court] Tuby I, *Cherubs Playing with a Swan*

[West Sculpture Hall] After Bernini, *Louis XIV*

[M36] Poussin, Follower of, *Holy Family on the Steps*

[M37] La Tour, *The Repentant Magdalene*

[M53] Houdon, *Voltaire*

[M52] Studio of Georges Rouget, *Jacques-Louis David*

[M54] Chardin, *Soap Bubbles*

[M54] Lemoyne, *Jules-David Cromot, Baron du Bourg*

[M54] Watteau, *Italian Comedians*

[M55] Fragonard, *Blindman's Bluff; The Swing; Young Girl Reading*

[M56] David, *The Emperor Napoleon in His Study at the Tuileries*

[M56] Ingres, *Madame Moitessier; Monsieur Marcotte*

[M56] Vigée Le Brun, *Madame D'Aguesseau de Fresnes; Portrait of Madame du Barry*

[M80] Picasso, *Family of Saltimbanques; Le Gourmet*

[M80] Toulouse-Lautrec, *A Corner of the Moulin de la Galette*

[M80] van Gogh, *The Olive Orchard*

- [M82] Puvis de Chavannes, *Rest, Work*
- [M82] Redon, *Pandora; Saint Sebastian*
- [M83] Degas, *Four Dancers; The Dance Lesson*
- [M83] Gauguin, *Breton Girls Dancing; Fatata te Miti (By the Sea); Self-Portrait*
- [M83] van Gogh, *Girl in White; La Mousmé; Still Life of Oranges and Lemons with Blue Gloves*
- [M84] Cézanne, *Boy in a Red Waistcoat; Château Noir, Harlequin; Houses in Provence: The Riaux Valley near L'Estaque; Still Life with Apples and Peaches; The Peppermint Bottle; Houses on a Hill*
- [M85] Monet, *The Japanese Footbridge; The Artist's Garden at Vétheuil; The Bridge at Argenteuil; Woman with a Parasol – Madame Monet and Her Son*
- [M85] Pissarro, *The Artist's Garden at Eragny*
- [M86] Cassatt, *The Boating Party*
- [M86] Degas, *Madame René de Gas; Madame Camus*
- [M86] Cassatt, *Mother and Child; Little Girl in a Blue Armchair*
- [M86] Vuillard, *Théodore Duret*
- [M86] Morisot, *Mother and Sister of the Artist*
- [M87] Monet, *Rouen Cathedral, West Façade, Sunlight; Rouen Cathedral, West Façade; The Houses of Parliament, Sunset; The Japanese Footbridge; Waterloo Bridge, Gray Day; Waterloo Bridge, London at Dusk*
(Art Connections has priority)
- [M88] Guigou, *Washerwomen on the Banks of the Durance*
- [M88] Pissarro, *Charing Cross Bridge London*
- [M89] Degas, *Achille De Gas in the Uniform of a Cadet*
- [M89] Gonzales, *Nanny and Child*
- [M89] Manet, *The Old Musician; The Railway*
- [M89] Pissarro, *Boulevard des Italiens, Morning, Sunlight; Place du Carrousel, Paris*
- [M89] Renoir, *Pont Neuf, Paris*
- [M90] Bazille, *Young Woman with Peonies*
- [M90] Cézanne, *The Artist's Father, Reading "L'Événement"*
- [M90] Degas, *Edmondo and Thérèse Mobilli*
- [M90] Manet, *The Tragic Actor (Rouvière as Hamlet); The Dead Toreador; Still Life with Melons and Peaches*
- [M90] Monet, *Bazille and Camille (Study for "Dejeuner sur l'Herbe")*
- [M92] Corot, *Beach near Etretat*
- [M92] Courbet, *Calm Sea*
- [M92] Monet, *Sainte-Adresse*
- [M93] Corot, *Forest of Fontainebleau* (Nature has priority)
- [M93] Troyon, *The Approaching Storm* (Nature has priority)

Hebrew Bible

Grades K-12

Which episode in a biblical story does an artist choose to depict? Students will examine how artists transferred the written media of the Bible and interpreted it visually. They will explore representations of character, plot, setting (such as dress, architecture, etc.) and the underlying message that the artist interprets.

Looking and Learning Skills

During four or five tour stops, students will engage in activities that aim to foster conversations around works of art, such as: a visual inventory, looking exercises, making comparisons, and working in small groups. The following skills will be promoted:

- Making careful observations and articulating them
- Formulating (their own) questions that demonstrate curiosity and engagement
- Exploring multiple viewpoints of the artist, the character(s)/protagonists
- Reasoning with evidence from the work of art itself

Logistical Information

Group size: Up to 45 students

Length: 60 minutes

Objects

West Building Main Floor

- [M4] Castagno, *David with the Head of Goliath* ([Renaissance and Christmas have priority](#))
- [M8] Master of the Griselda Legend, *Joseph of Egypt*
- [M20] Bacchiacca, *Gathering of Manna*
- [M24] Veronese, *Rebecca at the Well*
- [M28] Tintoretto, *Worship of the Golden Calf* ([Spanish Art for school and adult groups have priority](#))
- [M33] Domenichino, *The Rebuke of Adam and Eve*
- [M33] Durer, *Lot and His Daughters*
- [M36] Bourdon, *The Finding of Moses*
- [M45] Rubens, *Daniel in the Lions' Den; The Meeting of David and Abigail*
- [M50B] Steenwijk the Younger, *Esther and Mordecai*
- [M58] Martin, *Joshua Commanding the Sun to Stand Still upon Gibeon* ([Art Connections has priority](#))

West Building Ground Floor

- [G9] Crawford, *David Triumphant*
- [G19] Rossellino, *David of the Casa Martelli*

Mythology

Grades 4-8

Which significant episode or moment in a mythological story did an artist choose to depict, and why? This tour unravels Greek and Roman myths, which artists through the ages have depicted with great drama and imagination.

Looking and Learning Skills

During four or five tour stops in the galleries, students engage in activities—such as looking exercises and small group work—that foster conversations about works of art. On this tour, students will practice the following skills:

- Making and articulating careful observations
- Formulating questions that demonstrate curiosity and engagement
- Exploring multiple viewpoints, including that of the artist, the characters/protagonists depicted, and the work's audience (then and now)
- Comparing and contrasting different visual representations of myths
- Reasoning with evidence from the artworks themselves
- Connecting new ideas discussed on the tour to prior knowledge of myths, mythology, and personal experience

Logistical Information

Group size: Up to 60 students

Length: 75 minutes

Objects

West Building Main Floor

[M19] Anselmi, *Apollo and Marsyas*

[M23] Titian, *Venus and Adonis*

[M26] Luini, fresco cycle with the story of Procris and Cephalus*

[M26] Roman 3rd Century, *Symbols of Bacchus as God of Wine and Theater*

[M27] Sons, *Judgment of Paris*

[M29] Cavallino, *The Triumph of Galatea* ([Spanish Art for school and adult groups has priority](#))

[M36] Lorrain, *The Judgment of Paris*

[M45] Rubens, *The Fall of Phaeton*

[M45] Studio of Rubens, *Judgment of Midas*

[M54] Troy, *The Abduction of Europa*

[M61] Fuseli, *Oedipus Cursing His Son, Polynices*

[M61] Wright, *The Corinthian Maid*

[M82] Redon, *Pandora*

[East Sculpture Hall] Lemoyne, *A Companion of Diana*

[West Sculpture Hall] Italian 16th Century, *Mercury*

[West Sculpture Hall] Milanese 16th Century, *Bacchus and a Faun; Venus*

[Rotunda] Anonymous artist after Bologna, *Mercury*

West Building Ground Floor

[G3] Carrier-Belleuse, *Abduction of Hippodamia*

[G6] Manship, *Flight of Europa; Actaeon; Briseis; Atalanta*

[G8] Rimmer, *Dying Centaur*

[G10] Andreoli of Gubbio (Workshop of), *Shallow Bowl with Hercules Overcoming Antaeus*

[G10] Anguier, *Neptune with a Hippocamp; Ceres Searching for Persephone*

[G10] Florentine 16th Century, *Farnese Hercules*

*Recommended for students in grades 8-12.

Nature in Art

Grades K-3

If you could step into a landscape, what would you hear or feel? This tour explores how artists depict the natural world and invites students to use their imaginations while exploring art and the themes of nature.

Looking and Learning Skills

During four or five tour stops in the galleries, students engage in activities—such as careful-looking exercises and small group work—that foster conversations about works of art. On this tour, students will practice the following skills:

- Drawing on prior knowledge to generate ideas about works of art
- Observing, describing, and sharing ideas about nature in art
- Comparing and contrasting works of art that depict nature
- Discovering art as a way to explore and connect to nature

Logistical Information

Group size: Up to 90 students

Length: 60 minutes

Objects

[M47] Ruysdael, *River Landscape with Ferry*

[M49] Backhuysen, *Ships in Distress off a Rocky Coast* ([Art Connections has priority](#))

[M49] Cuyp, *The Maas at Dordrecht* ([Art Connections has priority](#))

[M49] Ruisdael, *Forest Scene* ([Art Connections has priority](#))

[M49] Van der Neer, *A Snowy Winter Landscape* ([Art Connections has priority](#))

[M50] Heem, *Vase of Flowers*

[M50] Huysum, *Still Life with Flowers and Fruit*

[M50A] Van Breen, *Skating on the Frozen Amstel River*

[M55] Vernet, *The Shipwreck*

[M57] Constable, Gainsborough, Turner ([Art Connections has priority](#))

[M59] Stuart, *The Skater* ([Art Connections has priority](#))

[M60] Cole, *The Voyage of Life* ([Every Picture Tells a Story has priority](#))

[M63] Hicks, *The Peaceable Kingdom; The Cornell Farm*

[M64] Bierstadt, Cole, Cropsey ([Art Connections has priority](#))

[M65] Durrie, *Winter in the Country*

[M67] Bierstadt, *Buffalo Trail: The Impending Story* ([Art Connections has priority](#))

[M67] Church, *El Rio de Luz (The River of Light), Niagara* ([Art Connections has priority](#))

[M67] Moran, *Green River Cliffs, Wyoming* ([Art Connections has priority](#))

[M68] Homer, *Breezing Up (A Fair Wind)* ([Art Connections has priority](#))

[M80] Rousseau, *The Equatorial Jungle*

[M85] Monet, *The Artist's Garden at Vetheuil; The Bridge at Argenteuil; Woman with a Parasol – Madame Monet and her Son; The Japanese Footbridge*

[M85] Renoir, *Girl with a Watering Can*

[M87] Monet Gallery ([Art Connections has priority](#))

[M91] John Ward of Hull, *The Northern Whale Fishery: The "Swan" and "Isabella"*

[M92] Courbet, *Calm Sea*

[M92] Mesdag, *Sunset at Scheveningen: A Fleet of Fishing Vessels at Anchor*

[M93] Corot, *The Forest of Fontainebleau* ([Nature has priority](#))

[M93] Troyon, *The Approaching Storm* ([Nature has priority](#))

Renaissance Art

Grades 5-12

What radical changes in art (and life) marked the period known as the Renaissance? Original works of art provide students with firsthand answers to this question. Students will explore such artistic developments as perspective and the evolving naturalistic representation of human figure, and how these stylistic changes were influenced by scientific discovery and the rise of humanism.

Looking and Learning Skills

During four or five tour stops in the galleries, students engage in activities—such as looking exercises, small group work, and sketching—that foster conversations about works of art. On this tour, students will practice the following skills:

- Comparing and contrasting different visual representations of Renaissance ideas
- Reasoning with evidence from the works of art and using them as primary sources on Renaissance art and society
- Making and articulating careful observations
- Formulating questions that demonstrate curiosity and engagement
- Connecting new ideas discussed on the tour to prior knowledge of Renaissance art and culture

Logistical Information

Group size: Up to 90 students

Length: 75 minutes

Objects

Italian

- [M1] Byzantine 13th Century, *Enthroned Madonna and Child; Madonna and Child on a Curved Throne* (Renaissance has priority)
- [M1] Giotto, *Madonna and Child* (Renaissance has priority)
- [M1] Master of the Washington Coronation, *The Coronation of the Virgin* (Renaissance has priority)
- [M2] Agnolo Gaddi, *Madonna Enthroned with Saints and Angels*
- [M2] Daddi, *Saint Paul and a Group of Worshippers*
- [M3] Monaco, *Madonna and Child*
- [M3] Master of the Osservanza, *Saint Anthony Distributing His Wealth to the Poor*
- [M3] Paolo di Giovanni Fei, *The Presentation of the Virgin*
- [M3] Puccio di Simone and Allegretto Nuzi, *Madonna Enthroned with Saints*
- [M4] Castagno, *David with the Head of Goliath* (Renaissance and Christmas have priority)
- [M4] Fra Carnevale, *The Annunciation* (Renaissance and Christmas have priority)
- [M4] Masolino da Panicale, *The Annunciation* (Renaissance and Christmas have priority)
- [M6] Leonardo, *Ginevra de' Benci* (Renaissance has priority)
- [M7] Botticelli, *The Adoration of the Magi; Giuliano de' Medici*
- [M8] Benvenuto di Giovanni, *The Adoration of the Magi; The Crucifixion*
- [M9] Florentine 15th/16th Century, *Lorenzo de' Medici*
- [M9] Verrocchio, *Giuliano de' Medici*
- [M10] Cariani, *Portrait of a Venetian Gentleman*
- [M10] Veneto, *Portrait of a Gentleman*
- [M13] Crivelli, *Madonna and Child Enthroned with Donor*
- [M20] Perugino, *The Crucifixion with the Virgin, Saint John, Saint Jerome, and Saint Mary Magdalene*
- [M20] Raphael, *The Alba Madonna*
- [M22] Piombo, *Cardinal Bandinello Sauli, His Secretary, and Two Geographers*
- [M23] Titian, *Doge Andrea Gritti*

Northern Renaissance

[M35] Grünewald, *The Small Crucifixion*

[M38] The Master of the Catholic Kings, *The Marriage at Cana*

[M39] Christus, *The Nativity*

[M39] van Eyck, *The Annunciation*

[M40] Master of the Saint Lucy Legend, *Mary, Queen of Heaven* (Spanish Art for school and adult groups has priority)

[M40] Juan de Flandes, *The Annunciation* (Spanish Art for school and adult groups has priority)

[M41] Bosch, *Death and the Miser*

[M41] Massys, *Ill-Matched Lovers*

[M41A] David, *The Rest on the Flight into Egypt*

Sculpture and Sketching

Grades 4-12

From figurative bronzes and marble carvings to objects that challenge conventional ideas about sculpture, students investigate materials and techniques as well as the works' subjects and functions.

Looking and Learning Skills

This tour covering modern sculptures in the East Building and historical ones in the West Building (with four or five stops) includes sketching and discussion to encourage participants to develop their own ideas and interpretations based on careful observation. On this tour, students will practice the following skills:

- Using sketching as a tool to observe and understand sculptural technique, form, and function
- Debating, discussing, and interpreting the intended purpose, message, and mood of a sculpture or group of sculptures
- Comparing and contrasting sculpture in terms of materials, technique, and subject matter

Logistical Information

Group size: Up to 75 students

Length: 90 minutes

Additional Tour Notes

For centuries, artists have sketched in front of works of art as a way to learn from them, understand their form, and capture their essential qualities. Sketching can help viewers, even without formal art training, to connect deeply with a piece of sculpture and see it in new ways.

Object Selection

Ideally, students will look at objects made from different materials that have a variety of purposes, functions, and subjects and that lend themselves to sketching, in terms of movement around the objects, size, and detail. A stop might consist of a comparison between two different objects, or a whole gallery, such as the free-choice activity in the Degas gallery. Not every stop needs to be a sketching stop.

Objects

West Building Main Floor

Carving

[M5] Mino da Fiesole, *The Virgin Annunciate* (marble)

[M35A] Southern German 15th Century, *The Holy Kinship*

[M100] Gijón, *St. John of the Cross* (wood)

[East Sculpture Hall] Tassaert, *Painting and Sculpture* (marble)

Casting

[Rotunda] Anonymous artist after Bologna, *Mercury* (bronze)

Modeling

[M5] Florentine 15th Century, *Madonna and Child* (painted and gilded terracotta)

[M9] Florentine 15th/16th Century, *Lorenzo de' Medici* (terracotta)

[M9] Verrocchio, *Giuliano de' Medici* (terracotta)

West Building Ground Floor

Carving

- [G5] Maillol, *Two Young Girls* (stone)
- [G8] Magni, *The Reading Girl (La Leggitrice)* (marble)
- [G9] Crawford, *David Triumphant* (marble and bronze)
- [G9] Rogers, *Nydia, The Blind Girl of Pompeii* (marble)
- [G10] Bernini, *Monsignor Francesco Barberini* (marble)
- [G10] Mazzouli, *A Nereid* (marble)
- [G19] Rossellino, *The David of the Casa Martelli* (marble)

Casting

- [G1C] Saint-Gaudens, *Diana of the Tower* (bronze)
- [G2] Rodin, *A Burgher of Calais (Jean d'Aire)* (bronze)
- [G2] Rodin, *The Thinker (Le Penseur)* (bronze)
- [G3] Degas, *Little Dancer Aged Fourteen* – plaster statuette (plaster)
- [G6] Manship, *Dancer and Gazelles; Flight of Europa; Actaeon; Briseis; Atalanta* (bronze)
- [G7] Mercié, *Gloria Victis* (bronze)
- [G7] Rodin, *The Walking Man (L'Homme qui marche)* (bronze)
- [G8] Daumier, *Portrait Busts; Ratapoil* (bronze)
- [G10] Bologna, *Follower of, Venus and Cupid* (bronze)
- [G14] Paduan 16th Century, *Inkwell in the Form of a Frog beside a Tree Stump* (bronze)
- [G14] Paduan 16th Century, *A Crab on a Toad* (bronze)
- [G41] Manship, *Diana and a Hound* (bronze)

Modeling

- [G11] Roland, Thérèse-Françoise Potain Roland, *Wife of the Sculptor* (terracotta)
- [G14] Vittoria, *A Lady of the Zorzi Family; A Gentleman of the Zorzi Family* (terracotta)
- [G15] Onofri, *A Man in Armor* (painted and gilded terracotta)
- [G15] della Robbia, Andrea, *Madonna and Child with Cherubim* (glazed terracotta)
- [G15] Verrocchio, *Putto Poised on a Globe* (unbaked clay)

Modeling/Construction

- [G3] Degas, *Little Dancer Aged Fourteen* – wax statuette (was, hair, ribbon, linen bodice, satin shoes, muslin tutu, wood base)
- [G3] Degas, *Woman Washing Her Left Leg* (wax, ceramic pot)
- [G39] Calder, *1 Red, 4 Black, plus X White* (aluminum)

East Building

Carving

- [G] Noguchi, *Great Rock of Inner Seeking* (basalt)
- [G] von Rydingsvard, *Five Cones* (cedar, graphite)
- [Mezz] Gaudier-Brzeska, *Hieratic Head of Ezra Pound* (marble)

Casting

- [Front Porch] Moore, *Knife Edge Mirror Two Piece* (bronze)
- [G] Calder, *Untitled* (aluminum, steel)
- [G] Ernst, *Capricorn* (bronze)
- [G] Giacometti, *The Invisible Object (Hands Holding the Void)* (bronze)

- [Mezz] McCollum, *Collection of Four Hundred and Eighty Plaster Surrogates* (enamel on cast Hydro-stone)
[U] Giacometti, *Walking Man II* (bronze)

Construction

- [C] Serra, *Five Plates, Two Poles* (hot, rolled steel)
[G] Caro, *National Gallery Ledge Piece* (welded steel)
[G] Goldsworthy, *Roof* (Buckingham Virginia steel)
[G] Long, *Whitechapel Slate Circle* (slate)
[Mezz] Caro, *Prairie* (welded steel)
[Mezz] Pistoletto, *Donna che indica (Woman who points)* (silkscreen print on polished stainless steel)
[Mezz] Smith, *Die* (steel)

REVISED 9/8/15

Spanish Art

Grades 9-12

Students explore and compare the style, subject matter, and technique of artists ranging from El Greco to Picasso.

Looking and Learning Skills

This tour, with four stops in the galleries, includes discussion and sketching to encourage participants to develop their own ideas and interpretations based on careful observation. On this tour, students will practice the following skills:

- Reasoning with evidence from the works of art and using them as primary sources on Spanish art and culture
- Making and articulating careful observations
- Formulating questions that demonstrate curiosity and engagement
- Comparing and connecting different works of art
- Connecting tour ideas to prior knowledge and experience

Logistical Information

Group size: Up to 60 students

Length: 75 minutes

Rotations

	Stop 1	Stop 2	Stop 3	Stop 4
Group 1	Dalí, <i>The Sacrament of the Last Supper</i> [G134]	Picasso, <i>Family of Saltimbanques</i> [M80]	Goya, any in room [M52]	Juan de Flandes, any in room [M40]
Group 2	Juan de Flandes, any in room [M40]	Goya, any in room [M52]	Picasso, <i>Family of Saltimbanques</i> [M80]	Dalí, <i>The Sacrament of the Last Supper</i> [G134]
Group 3	Gijón, <i>St. John of the Cross</i> [M100]	Ribera, <i>The Martyrdom of Saint Bartholomew</i> [M29]	Murillo, Velásquez, and/or Zurburán [M34]	El Greco, any in the room [M28]
Group 4	Murillo, Velásquez, and/or Zurburán [M34]	El Greco, any in the room [M28]	Ribera, <i>The Martyrdom of Saint Bartholomew</i> [M29]	Gijón, <i>St. John of the Cross</i> [M100]